

2016-17 Cobb County School District Strategic Plan

Board Goal 1: *Vary learning experiences to increase success in college and career pathways.*

District Focus Priorities 2016-2019	2016-17 Aligned Actions and Measurements (Due September 1, 2016)					
<i>Focus Priorities: (Based on priorities identified by IE², AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)</i>	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)	<i>Focus Priority Status:</i> NM = Not Met IP = In Progress M = Met
1. Organize student performance data through CTLS for full accessible use by teachers and school leaders. (S) (AdvED)	N/A	N/A	N/A	N/A	N/A	N/A
2. Organize, examine, and adjust instruction based on student progress monitoring data. (AD)	Monitor student progress quarterly in critical content areas in order to adjust instruction and resources.	RI and MI	Administration and all staff	RI, MI, time for data team meetings	The percentage of students scoring in the Proficient or Advanced range increased from 58.64% to 84.09% from the beginning of the year to the end of the year. There was a 310 average quantile growth on the Math Inventory from the beginning of the year to the end of the year for all students.	M
3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)	Continue to use local school assessments to monitor student progress. Meet in data teams to review assessments and plan instruction based on student needs.	RI, MI, local school assessments	Administration and all certified staff	Time for grade level collaboration; Benchmark assessments	Data teams met quarterly and reviewed FRA, RI, and MI data. Staff began looking at Touchstone assessments. Instructional strategies were identified and implemented based on the assessment data reviewed.	M
4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)	Create professional learning goals in TEKS based on student performance and staff self-assessments; provide targeted professional development to build literacy instructional skills	TKES	Administration and all TKES evaluated staff	Resources to support team and individual professional development goals	All teachers evaluated in the TEKS platform submitted professional and personal growth goals in the portal. Training on setting goals was delivered to all homeroom teachers.	M

5. Increase percentage of students reading on grade level. (S) (Based on CCRPI 2014 Reading Scores)	Increase reading stamina on each grade level. Utilize a variety of resources including online resources to build literacy skills. Utilize the new language arts materials in K-2. Implement a systematic phonics program in K-1.	RI and classroom reading assessments	Administration and all certified staff	Phonics Dance materials; System 44/Read 180; Time for data teams	The percentage of students scoring in the Proficient or Advanced range increased from 58.64% to 84.09% from the beginning of the year to the end of the year. Phonics Dance was implemented in all kindergarten and first grade classes. New language arts resources were integrated in K-2 classrooms.	M
6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)	Continue implementation of the Math Lab in the specials rotation. Utilize Education Galaxy to support math instruction.	MI; Math problem solving projects in Math Lab	Administration and all math teachers	Math problem solving ideas – STEM integrated ideas	There was a 310 average quantile growth on the Math Inventory from the beginning of the year to the end of the year. Kindergarten had the greatest growth with an average 380 average quantile growth. Education Galaxy usage decreased as teachers found other resources they preferred.	M
7. Increase number of students academically completing every grade. (S)	Implement Accelerated Content classes in fourth grade. Compact in ELA and Math in fourth and fifth grades to meet student needs. Provide extended day tutoring for at risk students	RI, MI, local school assessments, EOG, report card grades	Administration and all certified staff	AC support from the central office; Extended day funds; ELA and Math Resources	AC classes were implemented in fourth grade. The average Lexile score for AC students increased 90.7 points.	IP
8. Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 2: Differentiate resources for students based on needs.

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Identify local school innovations through system flexibility to increase student achievement. (IE²)	Begin to explore STEM certification. Begin implementation of a PBIS behavior system.	STEM certification criteria	All Staff	Support from central office; collaboration with STEM schools	Staff visited STEM schools and redelivered information to committee. Sally Creel provided training for all staff in May.	M
Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
Provide targeted resources for students 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	1. Implement System 44 /Read 180 with at risk readers in 3 rd , and 4 th grades; Increase reading stamina through increased independent reading time. 2. Utilize Education Galaxy, Math Lab, and online resources to build math skills 3. Provide extended day tutoring for at risk students.	RI, MI, EOG, System 44/Read 180 data, and local school assessments	Classroom Teachers	System 44/Read 180, Raz-Kids, Education Galaxy, extended day tutoring funds	1. System 44/Read 180 was implemented for at risk 3 rd and 4 th graders. At risk 5 th graders were added in the spring semester. A system for gathering the targeted RI and MI data for this subgroup needs to be developed. 2. The usage of Education Galaxy decreased this year as other online resources were used including Splash Math. 3. Extended day tutoring was offered in the fall semester to 5 th grade students and in the spring semester for 3 rd -5 th students.	IP
Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)	N/A	N/A	N/A	N/A	N/A	
Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 3: *Develop stakeholder involvement to promote student success.*

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Seek and evaluate stakeholder input for critical processes. (AdvED)	Involve the School Council, PTA, and Foundation Board in reviewing mission and goals for PBIS.	Minutes from meetings, AdvEd Survey	Administration and staff representative on each group	N/A	Minutes indicate discussion with the School Council.	IP
Establish programs and practices that enhance parental involvement and reflect the needs of students and their families. (S)	Communicate the variety of events being offered at the school through all mediums. Provide parent meetings for new AC classes.	Participation in school events.	All staff	Support with presentation materials for AC, gifted eligibility, etc.	Blackboard Connect was used for 78 callouts and school-wide emails. Flyers were provided for school events. An additional parent meeting was held to discuss AC classes.	IP
Other: (Priorities specific to school, division, or area. Can be multiple.)						

Board Goal 4: *Recruit, hire, support and retain employees for the highest level of excellence.*

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	Key Actions: (List as many actions as needed in each box.)	Measured by:	Owner(s):	Resources Needed:	Results Of Key Actions: (Due June 30, 2017)		
Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Include additional staff in the interview process – specifically including staff from the grade level that has openings.	Retention rate; TKES Assessment; Classroom Walkthroughs	Administration	HR Support in screening candidates	The majority of staffing changes were addressed within the building. The fourth grade team had input into the hiring of the new fourth grade teacher. The head custodian participated in the interview and hiring of the new part time custodian.	M	

Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support local school teachers and leaders to improve retention rate. (IE²) (S)	N/A	N/A	N/A	N/A	N/A	
Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Develop a professional development plan which addresses the team and individual goals staff have entered in TEKS.	Success of TEKS goals	Administration and TEKS evaluated staff	Professional development funds for training and for resources	Professional development was offered on writing SMART goals.	M
Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES).	N/A	N/A	N/A	N/A	N/A	
Use results of TKES and LKES to improve professional performance (IE²)	Provide opportunities for vertical teaming, peer coaching and observations through flexible specials schedule. Use technology to capture best practices throughout the year.	Number of peer observations; videos of instruction	Certified staff	N/A	Because of conflicts with scheduling, vertical teaming opportunities were not offered. A limited number of observation opportunities were offered.	IP
Other: (Specific to school, division, or area. Can be more than one.)						